Student Performance in English Language Arts and Mathematics

Results of Spring 2019 State Assessments

RIDE Rhode Island Department of Education

Talking About Our Results: Why RICAS?

- State assessments help us understand how all our students are performing in ELA and mathematics. This is our second year administering the RICAS assessment.

- By adopting the MCAS assessment, we now have an apples-to-apples comparison with our neighboring state, a national leader in education.

- We have high standards and the right assessment in place. **Now we must stay the course** and focus on the things we know make a difference for teaching and learning – things like high quality curriculum and professional learning.

RICAS Assessment Results

Spring 2019 Administration

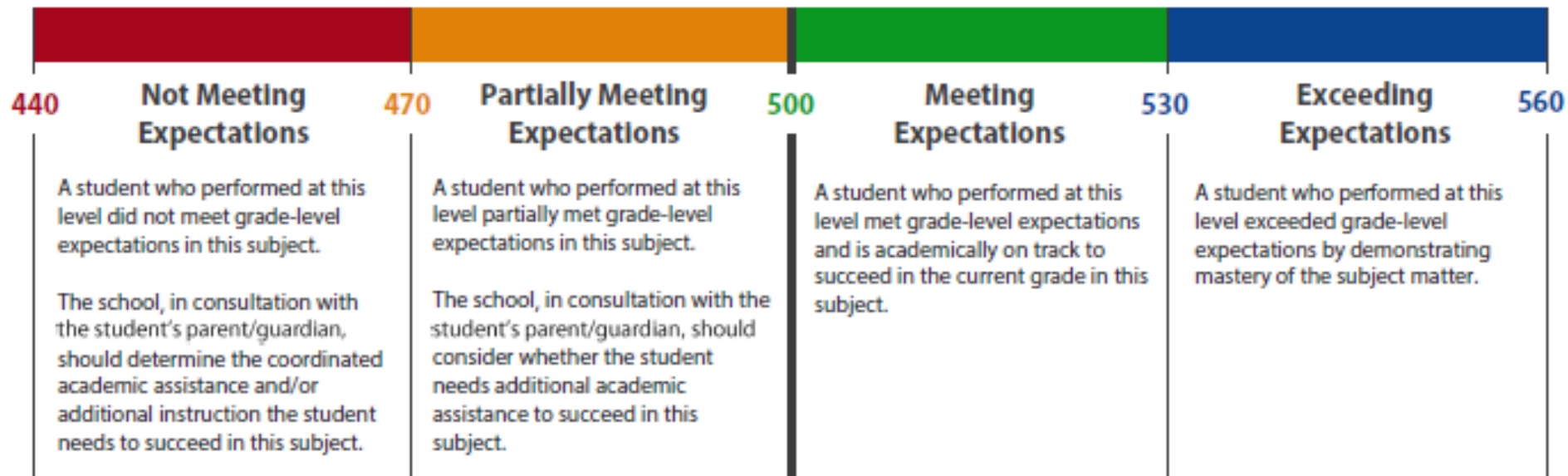# Participation in RICAS assessment

In grades 3-8, over 98% of students statewide participated in the RICAS English language arts and mathematics assessments
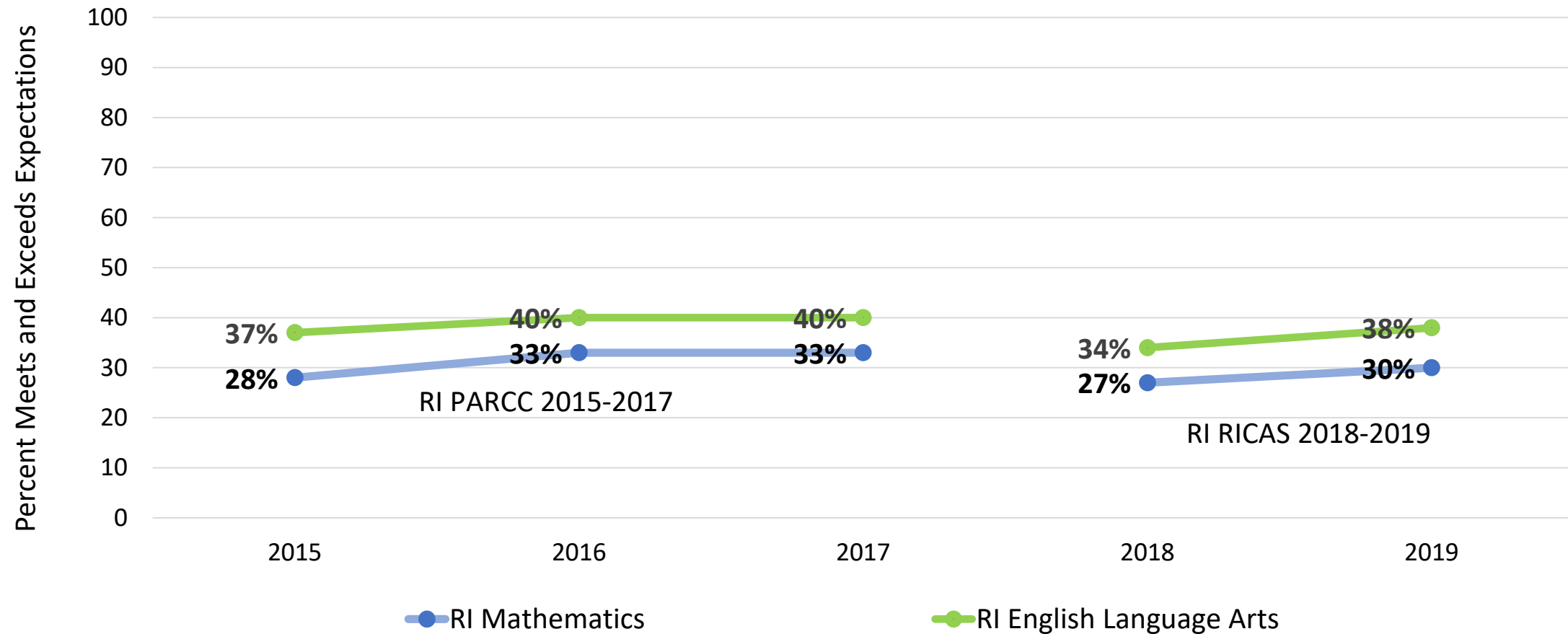
RICAS Results Basics

- RICAS uses four performance levels that describe how well student(s) meet the expectations for their grade level

- Meeting Expectations means that students are able to demonstrate grade level expectations while Exceeding Expectations means that students are showing mastery of the grade level expectations

440	**Not Meeting Expectations**	470	**Partially Meeting Expectations**	500	**Meeting Expectations**	530	**Exceeding Expectations**	560
	A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.		A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.		A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.		A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.	

Don't Forget!!

RI Performance 2015-2019

Grades 3-8 Percent of Students Meeting and Exceeding Expectations

RI PARCC 2015-2017

RI RICAS 2018-2019

- RI Mathematics
- RI English Language Arts

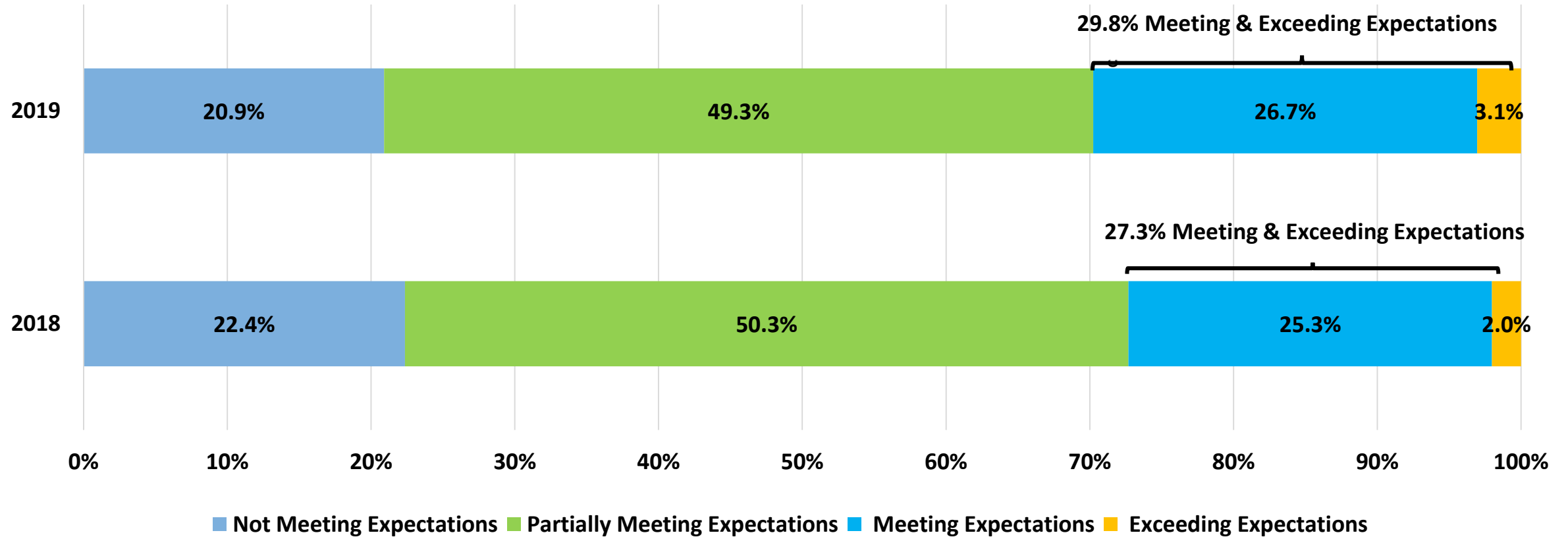# Talking About Our Results: Understanding the Data

- It is typical, and to be expected, to see a bump in performance in the second year of a test administration.

- Although results went in the right direction from 2018 to 2019, **it is too early** to determine trends

- Rhode Island saw a similar bump in performance in our second year of PARCC.

RICAS English Language Arts improves by 5 percentage points

38.5% Meeting & Exceeding Expectations

2019
| 17.6% | 43.9% | 33.2% | 5.3% |

33.7% Meeting & Exceeding Expectations

2018
| 19.8% | 46.5% | 30.2% | 3.5% |

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Not Meeting Expectations ■ Partially Meeting Expectations ■ Meeting Expectations ■ Exceeding Expectations
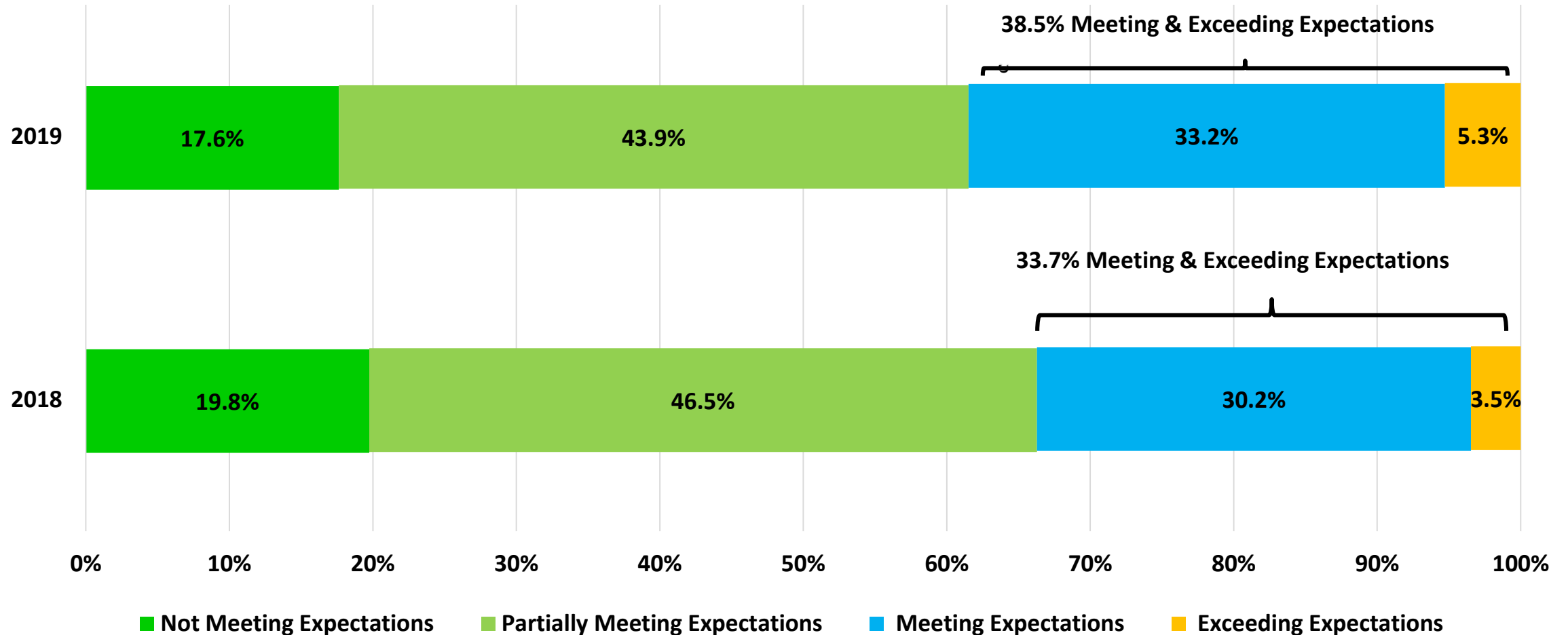
Mathematics improves, but continues to be area of weakness

29.8% Meeting & Exceeding Expectations

2019: 20.9% | 49.3% | 26.7% | 3.1%

27.3% Meeting & Exceeding Expectations

2018: 22.4% | 50.3% | 25.3% | 2.0%

■ Not Meeting Expectations ■ Partially Meeting Expectations ■ Meeting Expectations ■ Exceeding Expectations

English Language Arts improves in almost all grades

English Language Arts Percent Meeting and Exceeding Expectations by **Grade**

	Grade 3	Grade 4	Grade 5	Grade 6	Grade7	Grade 8
Change	7.6%↑	0.9%↓	1.6%↑	4.7%↑	7.6%↑	8.2%↑
2018	40.3%	38.2%	37.5%	34.4%	23.9%	28.1%
2019	47.9%	37.2%	39.1%	39.1%	31.5%	36.3%

■ 2018 ■ 2019

Upward Trend for Mathematics

Mathematics Percent Meeting and Exceeding Expectations by **Grade**

	Grade 3	Grade 4	Grade 5	Grade 6	Grade7	Grade 8
Change	0.7%↑	5.7%↑	3.3%↑	2.7%↑	0.7%↑	1.6%↑
2018	35.4%	26.8%	26.8%	25.3%	27.0%	22.9%
2019	36.1%	32.6%	30.1%	27.9%	27.6%	24.5%

2018 **2019**

Talking About Our Results: Equity Gaps Persist
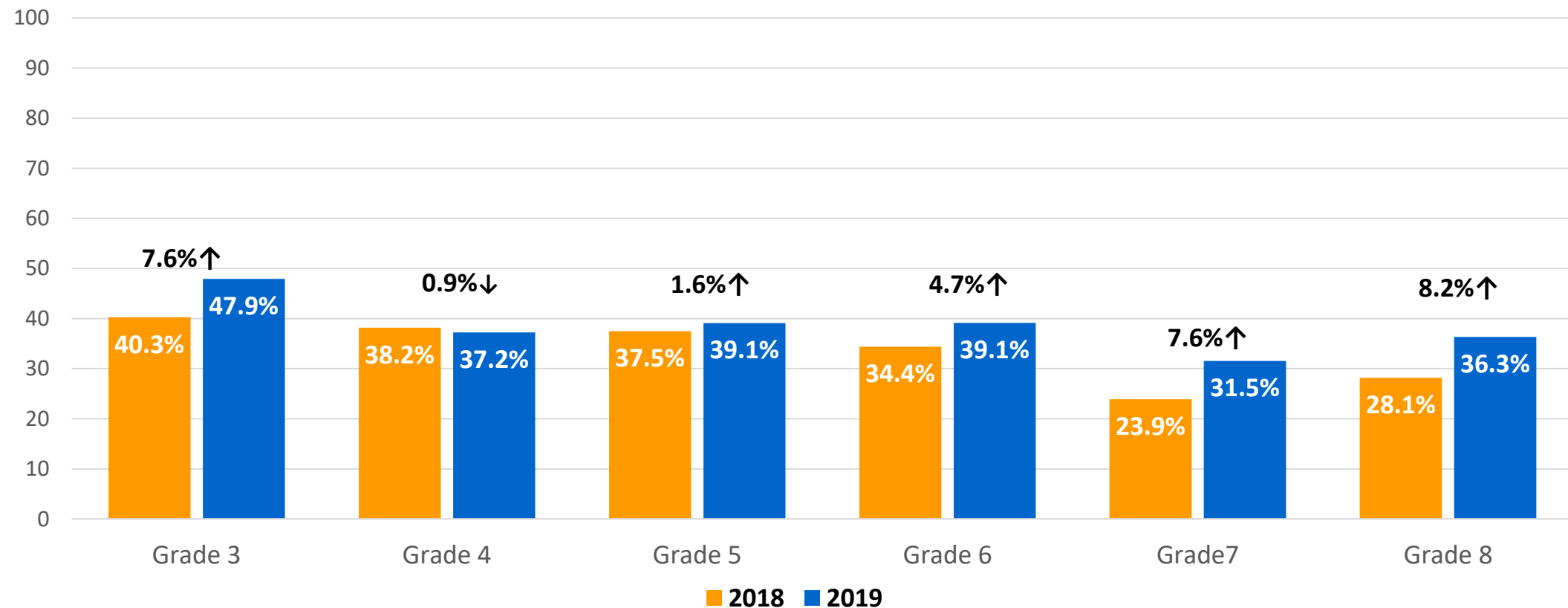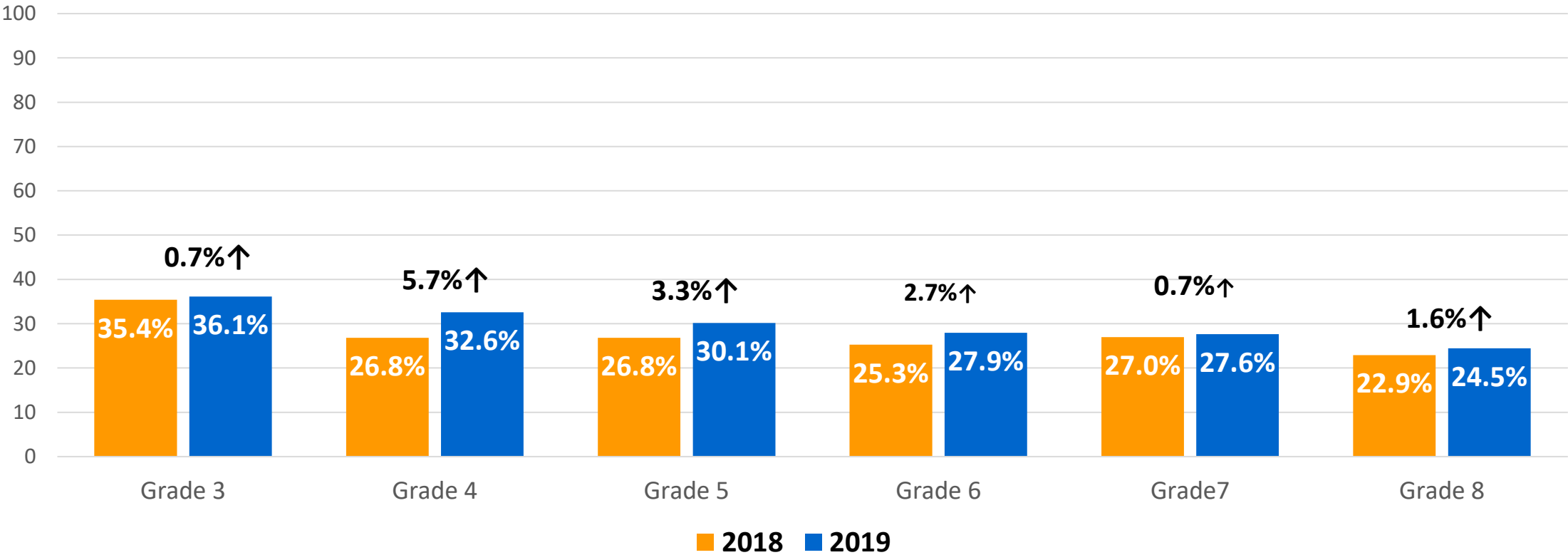
- Persistent equity gaps remain and require sustained attention.

- In particular, we are **significantly underserving** our differently abled and multilingual learners.

- On both ELA and math, differently abled and multilingual learners are performing at **single-digit** proficiency levels.

- It is essential that we call these gaps out and have intentional strategies to serve all students.

While subgroup performance improved, large gaps persist

English Language Arts Percent Meeting and Exceeding Expectations by Subgroup

	2018	2019
All Students	33.7%	38.5%
Female	40.0%	44.8%
Male	27.7%	32.4%
Differently Abled Students	4.5%	6.1%
Low Income	18.6%	22.5%
Homeless	14.2%	19.0%
ELL/MLL	5.8%	7.9%

Sub-Group	Number Students Tested 2019
All Students	63,155
Female	30,856
Male	32,299
Differently Abled Students	9,328
Low Income	31,232
Homeless	668
ELL/MLL	6,128

13

Gaps Persist for Many Students

English Language Arts Percent Meeting and Exceeding Expectations by Race/Ethnicity
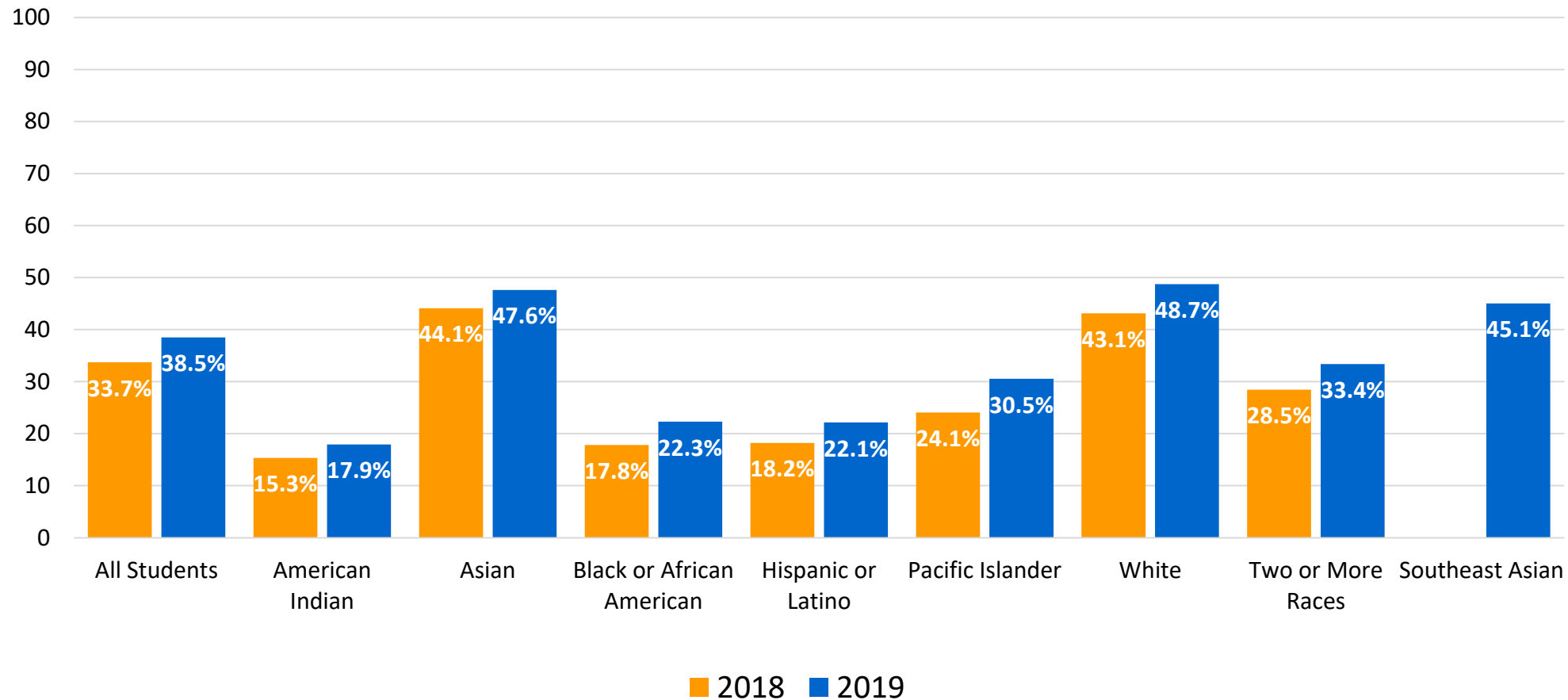
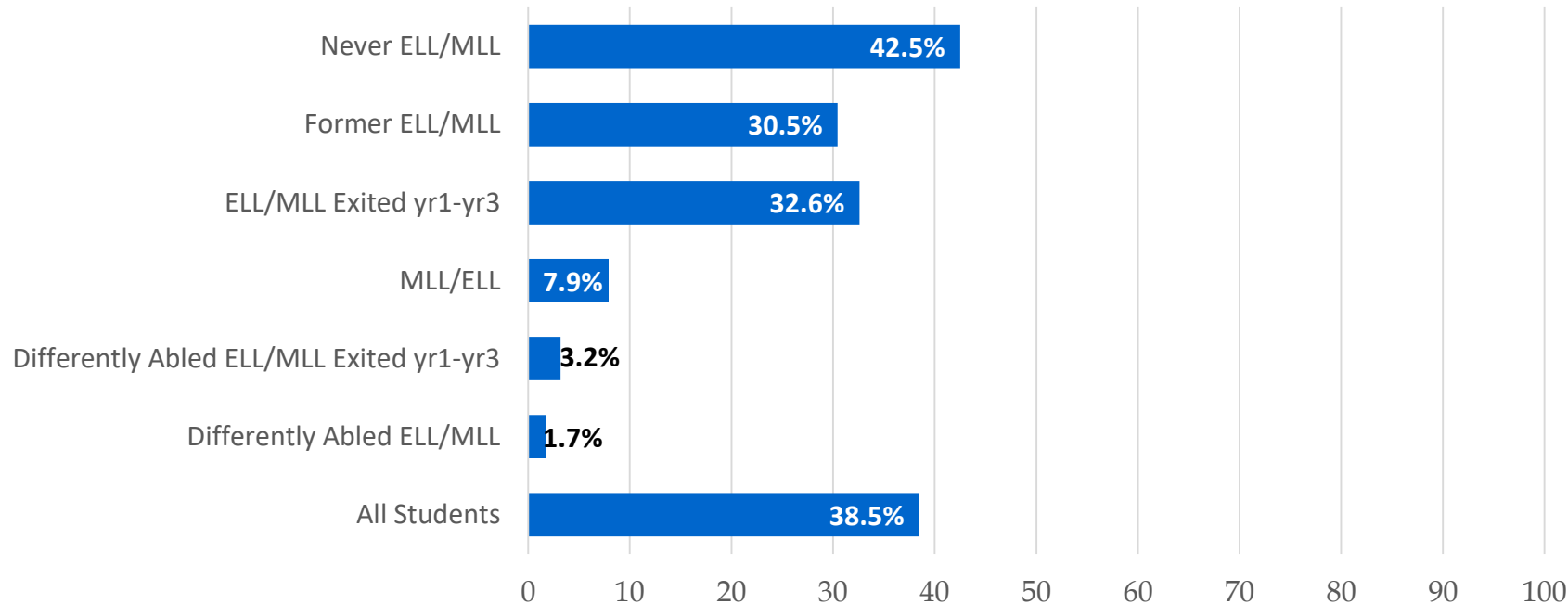| Sub-Group	Number Students Tested 2019
All Students	63,155
American Indian	458
Asian	2,065
Black or African American	5,441
Hispanic or Latino	16,542
Pacific Islander	95
White	35,612
Two or More Races	2,942
Southeast Asian	273

Sub-Group	2018	2019
All Students	33.7%	38.5%
American Indian	15.3%	17.9%
Asian	44.1%	47.6%
Black or African American	17.8%	22.3%
Hispanic or Latino	18.2%	22.1%
Pacific Islander	24.1%	30.5%
White	43.1%	48.7%
Two or More Races	28.5%	33.4%
Southeast Asian		45.1%

Legend: ■ 2018 ■ 2019

Multilingual Learner ELA Performance

RICAS English Language Arts 2019
Percent Meeting and Exceeding Expecations

Sub-Group	Never ELL/MLL	Former ELL/MLL	ELL/MLL Exited yr1-yr3	MLL/ELL	Differently Abled ELL/MLL Exited yr1-yr3	Differently Abled ELL/MLL	All Students
Percent	42.5%	30.5%	32.6%	7.9%	3.2%	1.7%	38.5%

Sub-Group	Number Students Tested 2019
Never ELL	54,905
*Former ELL/MLL	3,574
ELL/MLL Exited yr1-yr3	1,646
MLL/ELL	7,039
Differently Abled ELL/MLL Exited yr1-yr3	173
Differently Abled ELL/MLL	1,323
All Students	65,518

*Former ELL/MLL exited more than 1 or more years

Gaps Persist in Mathematics Too

RIDE Rhode Island Department of Education

RICAS Mathematics Percent Meeting and Exceeding Expectations by Subgroup
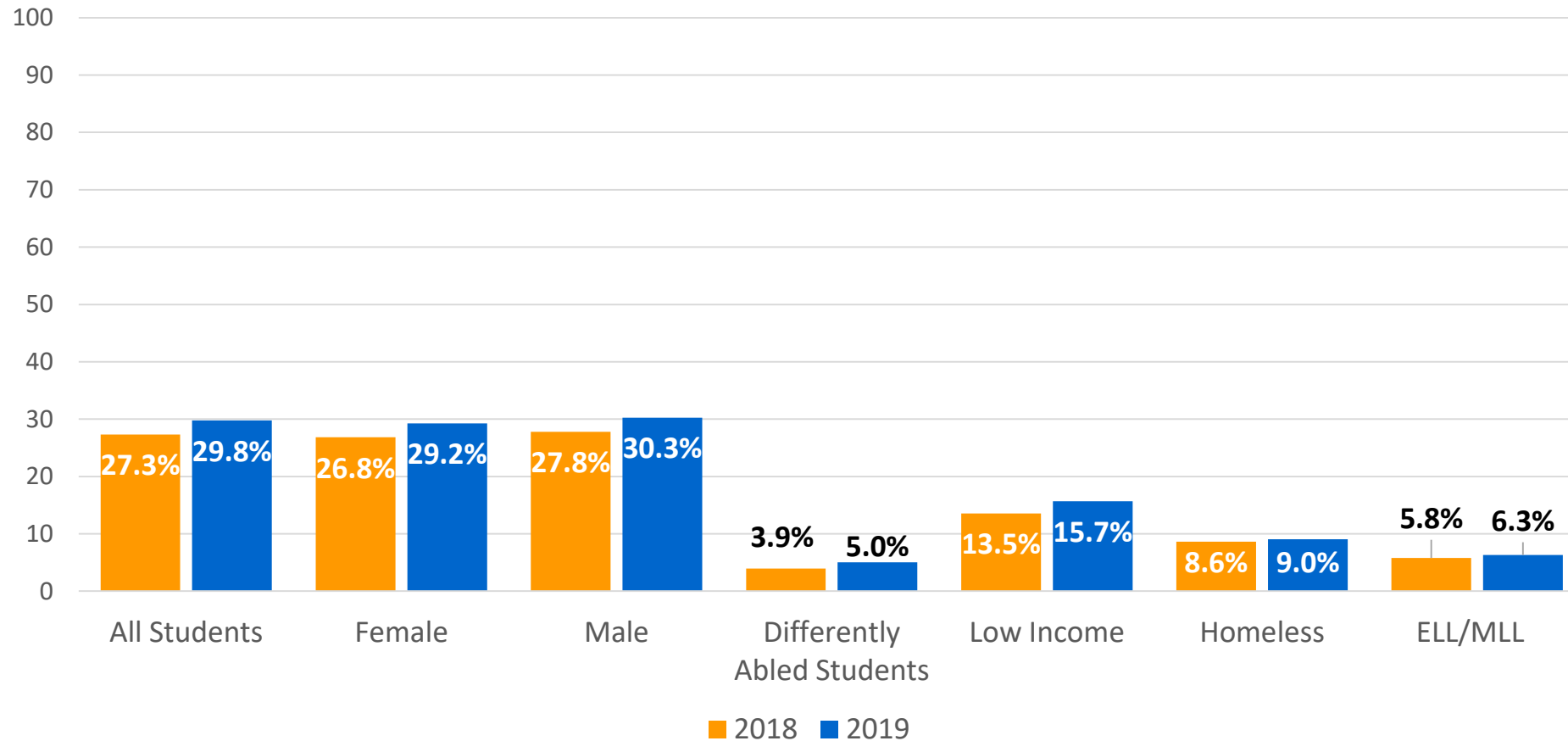
Sub-Group	Number Students Tested 2019
All Students	63,856
Female	31,179
Male	32,677
Differently Abled Students	9,346
Low Income	31,717
Homeless	663
ELL/MLL	6,828

Legend: ■ 2018 ■ 2019

Chart values:
- All Students: 27.3% (2018), 29.8% (2019)
- Female: 26.8% (2018), 29.2% (2019)
- Male: 27.8% (2018), 30.3% (2019)
- Differently Abled Students: 3.9% (2018), 5.0% (2019)
- Low Income: 13.5% (2018), 15.7% (2019)
- Homeless: 8.6% (2018), 9.0% (2019)
- ELL/MLL: 5.8% (2018), 6.3% (2019)

Mathematics Performance by Race/Ethnicity

RICAS Mathematics Percent Meeting and Exceeding Expectations by Race/Ethnicity
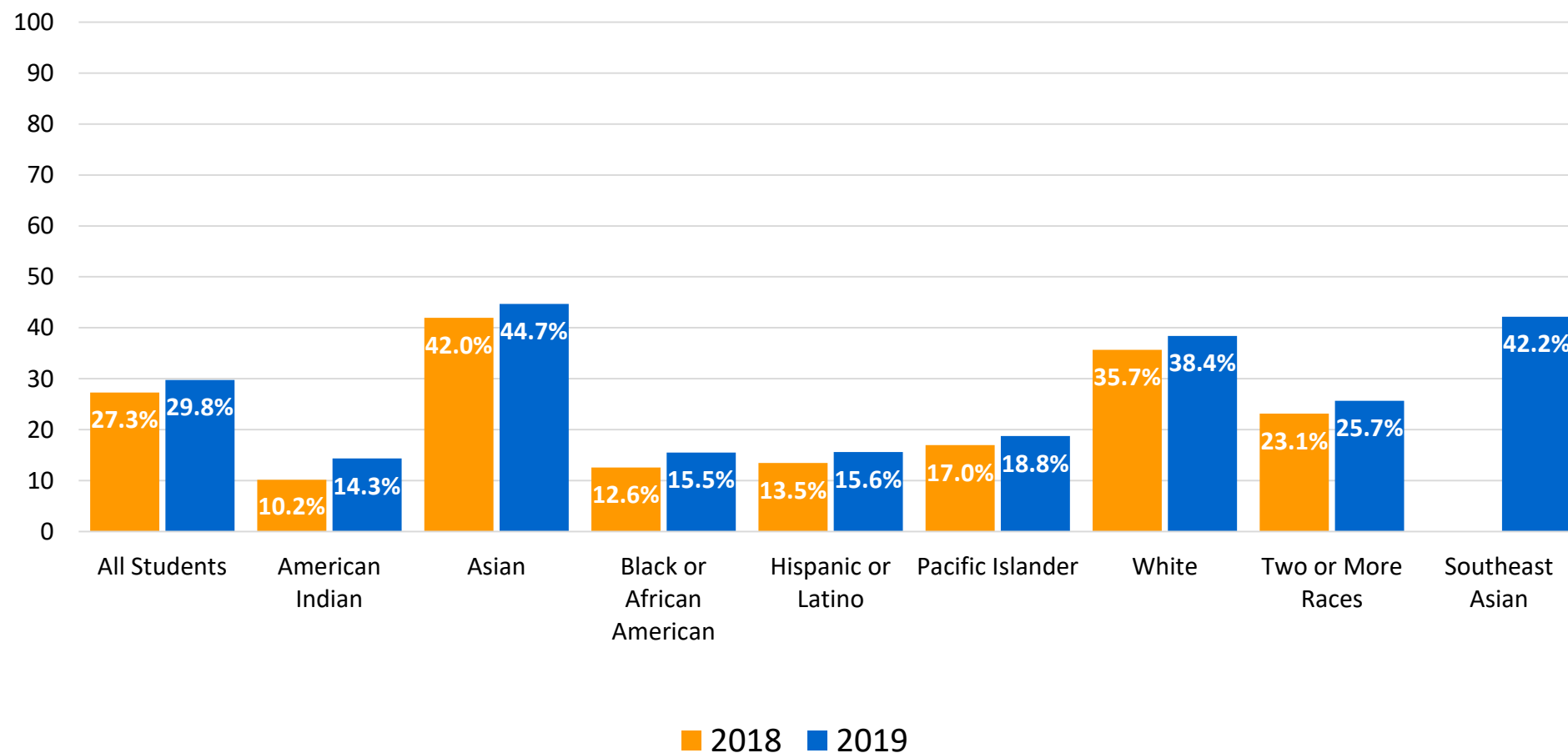
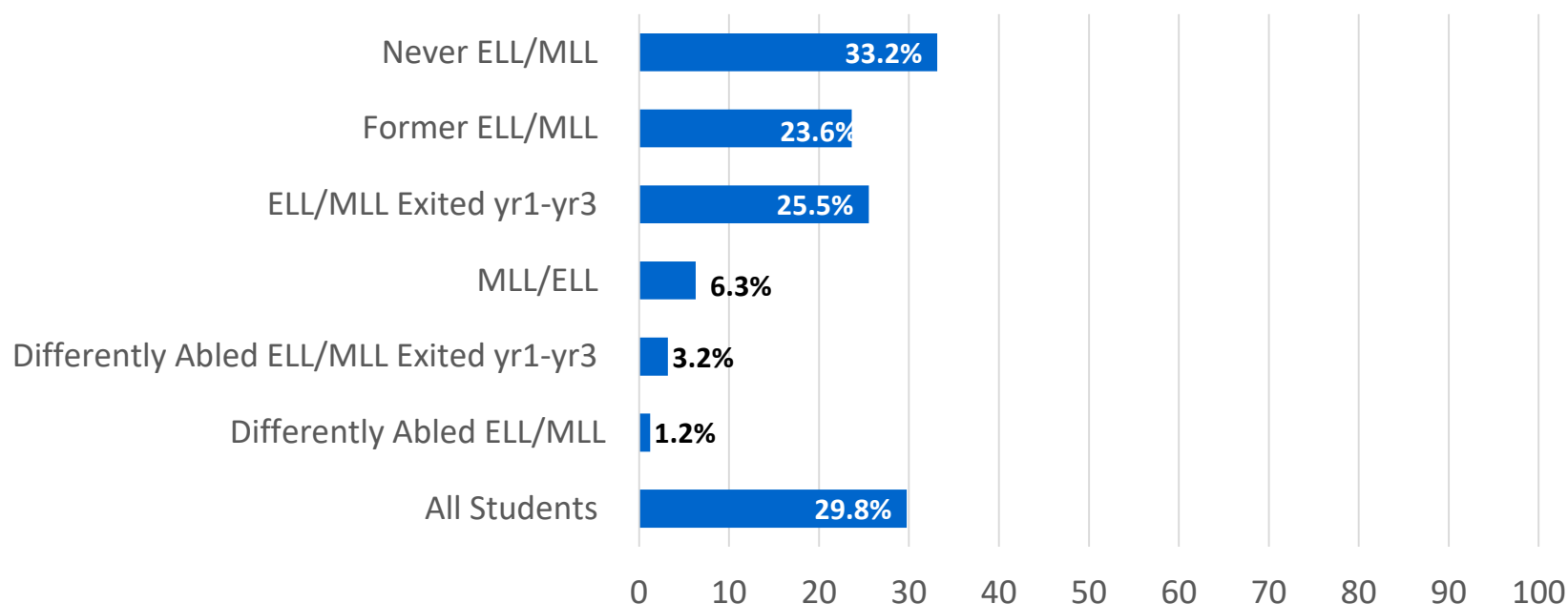| Sub-Group	Number Students Tested 2019
All Students	63,856
American Indian	460
Asian	2,107
Black or African American	5,520
Hispanic or Latino	17,034
Pacific Islander	96
White	35,692
Two or More Races	2,947
Southeast Asian	273

Chart values:

Race/Ethnicity	2018	2019
All Students	27.3%	29.8%
American Indian	10.2%	14.3%
Asian	42.0%	44.7%
Black or African American	12.6%	15.5%
Hispanic or Latino	13.5%	15.6%
Pacific Islander	17.0%	18.8%
White	35.7%	38.4%
Two or More Races	23.1%	25.7%
Southeast Asian		42.2%

■ 2018 ■ 2019

Multilingual Learner Mathematics Performance

RICAS Mathematics 2019
Percent Meeting and Exceeding Expecations

Never ELL/MLL	33.2%
Former ELL/MLL	23.6%
ELL/MLL Exited yr1-yr3	25.5%
MLL/ELL	6.3%
Differently Abled ELL/MLL Exited yr1-yr3	3.2%
Differently Abled ELL/MLL	1.2%
All Students	29.8%

Sub-Group	Number Students Tested 2019
Never ELL/MLL	53,514
*Former ELL/MLL	3,514
ELL/MLL Exited yr1-yr3	1,618
MLL/ELL	6,828
Differently Abled ELL/MLL Exited yr1-yr3	156
Differently Abled ELL/MLL	1,214
All Students	63,856

*Former ELL/MLL exited more than 1 or more years

Massachusetts Continues to Outperform

Percentage of Students in Grades 3-8 Meeting and Exceeding Expectations
in Mathematics and English Language Arts

	RICAS ELA	MCAS ELA	RICAS Mathematics	MCAS Mathematics
2018	34%	51%	27%	48%
2019	38%	52%	30%	49%

■ 2018   ■ 2019

ACCESS English Language Proficiency Assessment
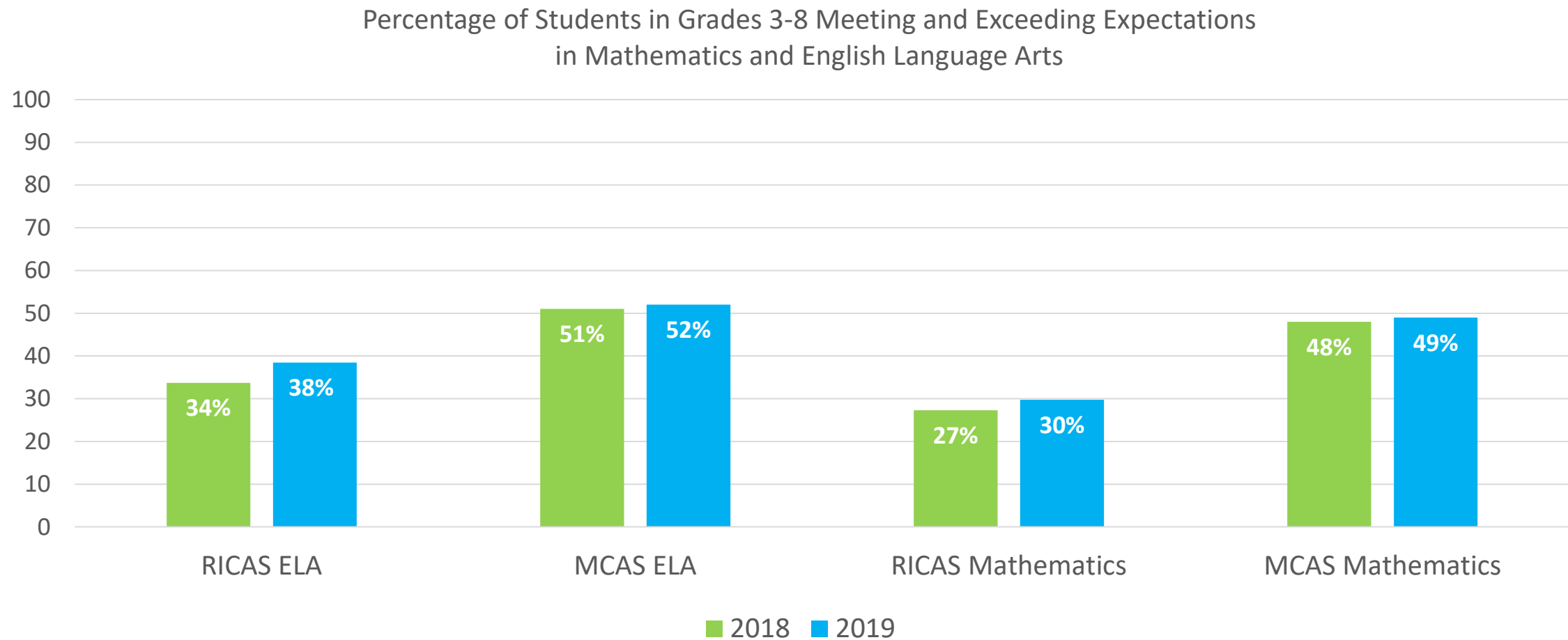
- Designed to measure students' social and academic proficiency in English associated with language arts, mathematics, science, and social studies

  - Aligned to WIDA English Language Development Standards

  - Grades: K-12

  - Assessed over 13,800 students
    - ~ 2,600 in their first year of ELL/MLL services
    - ~ 6,900 completed 1-3 years
    - ~ 3,000 completed 4-6 years

Rhode Island is a member of the WIDA Consortium which is comprised of 40 states and territories and led by the Wisconsin Center for Education Research. The consortium develops English language development standards and assessments

ACCESS 2.0 Proficiency Levels

1
- **Entering**
- Knows and uses minimal social language and minimal academic language with visual and graphic support

2
- **Emerging**
- Knows and uses some social English and general academic language with visual and graphic support

3
- **Developing**
- Knows and uses social English and some specific academic language with visual and graphic support

4
- **Expanding**
- Knows and uses social English and some technical academic language

5
- **Bridging**
- Knows and uses social and academic language working with grade level material

6
- **Reaching**
- Knows and uses social and academic language at the highest level measured by this test

2019 ACCESS English Language Proficiency by Grade
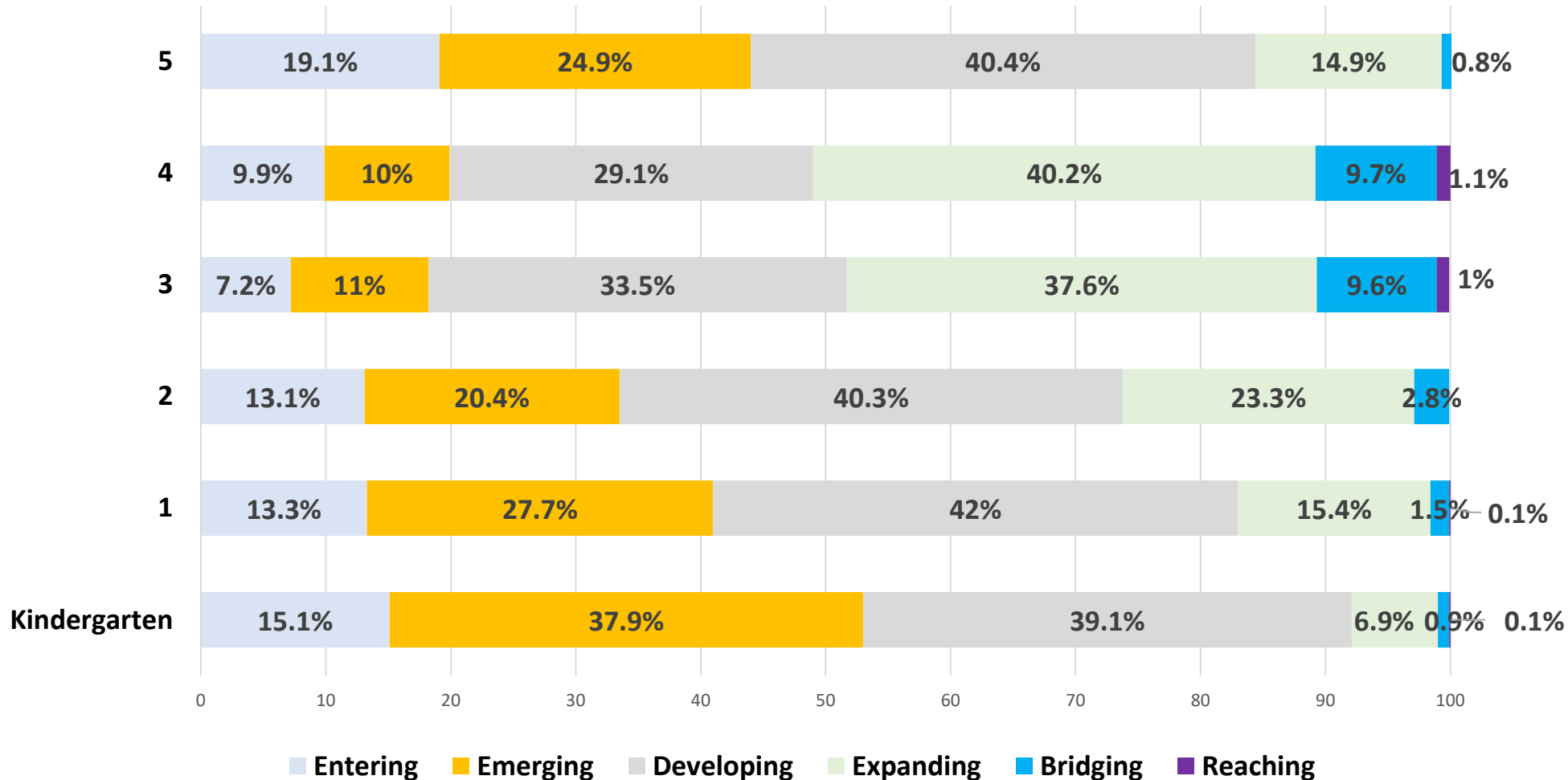
Grade	Number Students Tested
Kindergarten	1,219
1	1,268
2	1,374
3	1,468
4	1,392
5	1,218

5 — 19.1% | 24.9% | 40.4% | 14.9% | 0.8%

4 — 9.9% | 10% | 29.1% | 40.2% | 9.7% | 1.1%

3 — 7.2% | 11% | 33.5% | 37.6% | 9.6% | 1%

2 — 13.1% | 20.4% | 40.3% | 23.3% | 2.8%

1 — 13.3% | 27.7% | 42% | 15.4% | 1.5% | 0.1%

Kindergarten — 15.1% | 37.9% | 39.1% | 6.9% | 0.9% | 0.1%

Legend: Entering · Emerging · Developing · Expanding · Bridging · Reaching

2019 ACCESS English Language Proficiency by Grade
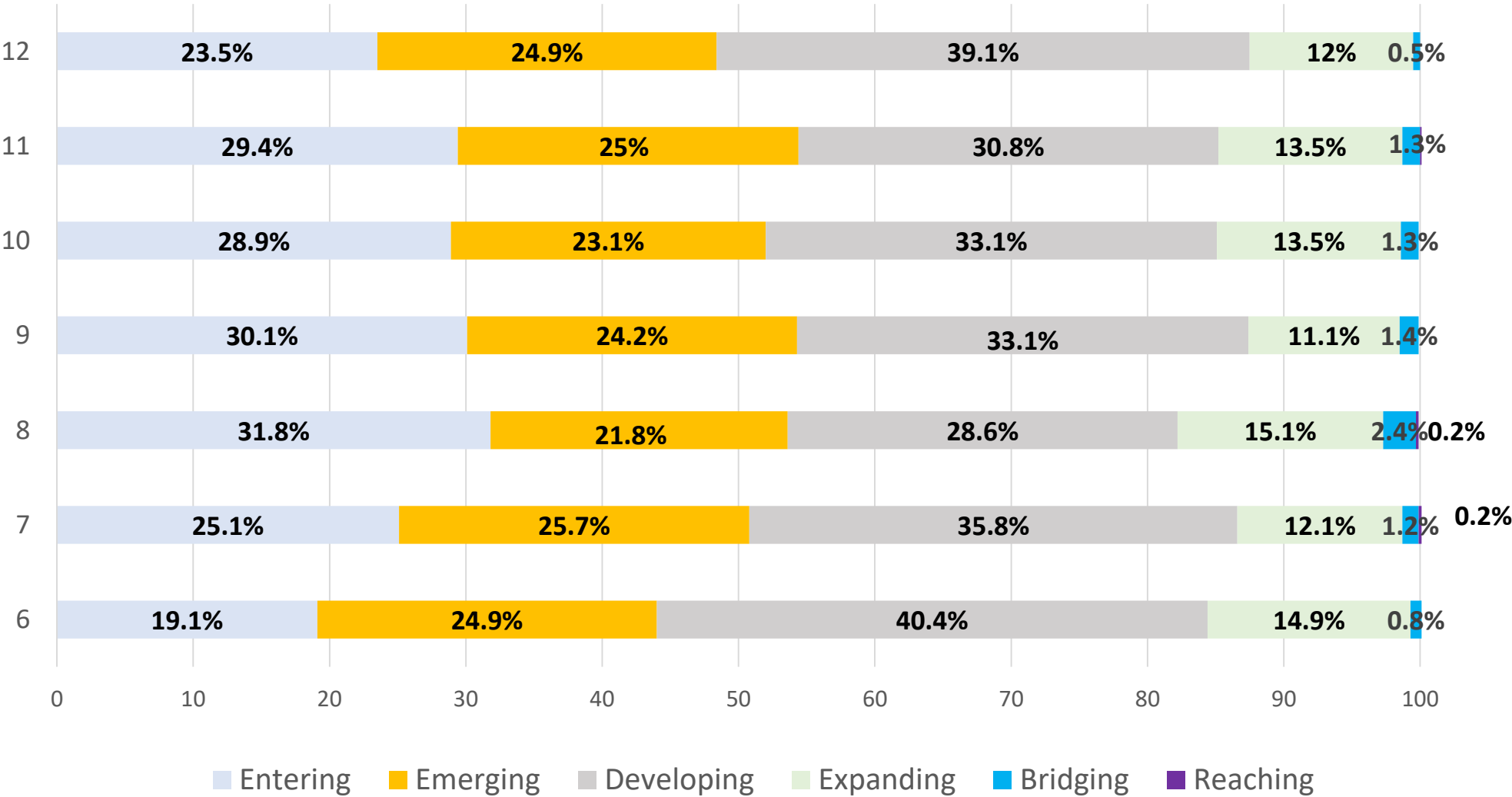
Grade	Number Students Tested
6	912
7	853
8	826
9	970
10	864
11	868
12	650

Chart data by grade:

Grade	Entering	Emerging	Developing	Expanding	Bridging	Reaching
12	23.5%	24.9%	39.1%	12%	0.5%	
11	29.4%	25%	30.8%	13.5%	1.3%	
10	28.9%	23.1%	33.1%	13.5%	1.3%	
9	30.1%	24.2%	33.1%	11.1%	1.4%	
8	31.8%	21.8%	28.6%	15.1%	2.4%	0.2%
7	25.1%	25.7%	35.8%	12.1%	1.2%	0.2%
6	19.1%	24.9%	40.4%	14.9%	0.8%	

Legend: Entering · Emerging · Developing · Expanding · Bridging · Reaching

ACCESS English Proficiency by Years of Multilingual Program Service

Length of ML Service	Number Students Tested
0	2,626
1	2,624
2	2,326
3	1,876
4	1,380
5	987
6	598
7	353
8	256
9	142
10	137
11	68
12	59

Years of ML Program Service

Years	Entering	Emerging	Developing	Expanding	Bridging	Reaching
12	10.2%	22.0%	59.3%		6.8%	1.7%
11	7.4%	23.5%	44.1%	25.0%		
10	8.0%	14.6%	58.4%	18.2%	0.7%	
9	7.7%	23.2%	52.8%	15.5%	0.7%	
8	13.7%	22.3%	44.5%	17.6%	1.6%	0.4%
7	9.1%	27.8%	46.5%	16.1%	0.6	
6	7.4%	20.1%	50.8%	20.4%	1.2%	0.2%
5	3.9%	13.3%	36.6%	38.8%	7.0%	0.5%
4	7.2%	13.7%	36.7%	33.8%	8.0%	0.7%
3	10.7%	22.3%	40.3%	23.3%	3.1%	0.3%
2	17.8%	27.3%	37.3%	15.3%	2.1%	0.1%
1	28.0%	29.9%	30.1%	9.9%	1.9%	0.3%
0	56.6%	17.1%	16.2%	8.6%	1.4%	0.1%

Legend: ■ Entering ■ Emerging ■ Developing ■ Expanding ■ Bridging ■ Reaching

Dynamic Learning Maps (DLM) Alternate Assessment

- Designed for students with significant cognitive differences who meet the eligibility requirements for the alternate assessment

- Aligned to the CCSS and NGSS through the Essential Elements (EEs)

- Grades 3-8 and 11 in English Language Arts and Mathematics and 5, 8, and 11 in Science

DLM Performance 2018 and 2019

	Number of Students	% Emerging	% Approaching Target	% At Target or Advanced
ELA				
2018	998	55%	22%	23%
2019	966	55%	21%	24%
Math				
2018	998	67%	22%	11%
2019	956	68%	20%	12%
Science				
2018	403	58%	26%	16%
2019	420	58%	27%	15%

Talking About Our Results: Reiterating the Toplines

- We transitioned to the RICAS because this is the right comparison with a trusted partner if we want Rhode Island to be a national leader.

- A second year of testing bump is typical. Let's keep our foot on the gas so we can continue our trend in the right direction.

- Equity gaps persist and underscore a need to better serve all students, especially differently abled and multilingual learners.

- We have high standards and a strong foundation, but we need to raise expectations for everyone – students and educators.

- We know what makes a difference on teaching and learning – things like curriculum and professional learning. Let's stay the course on these critical levers and work to accelerate our progress.
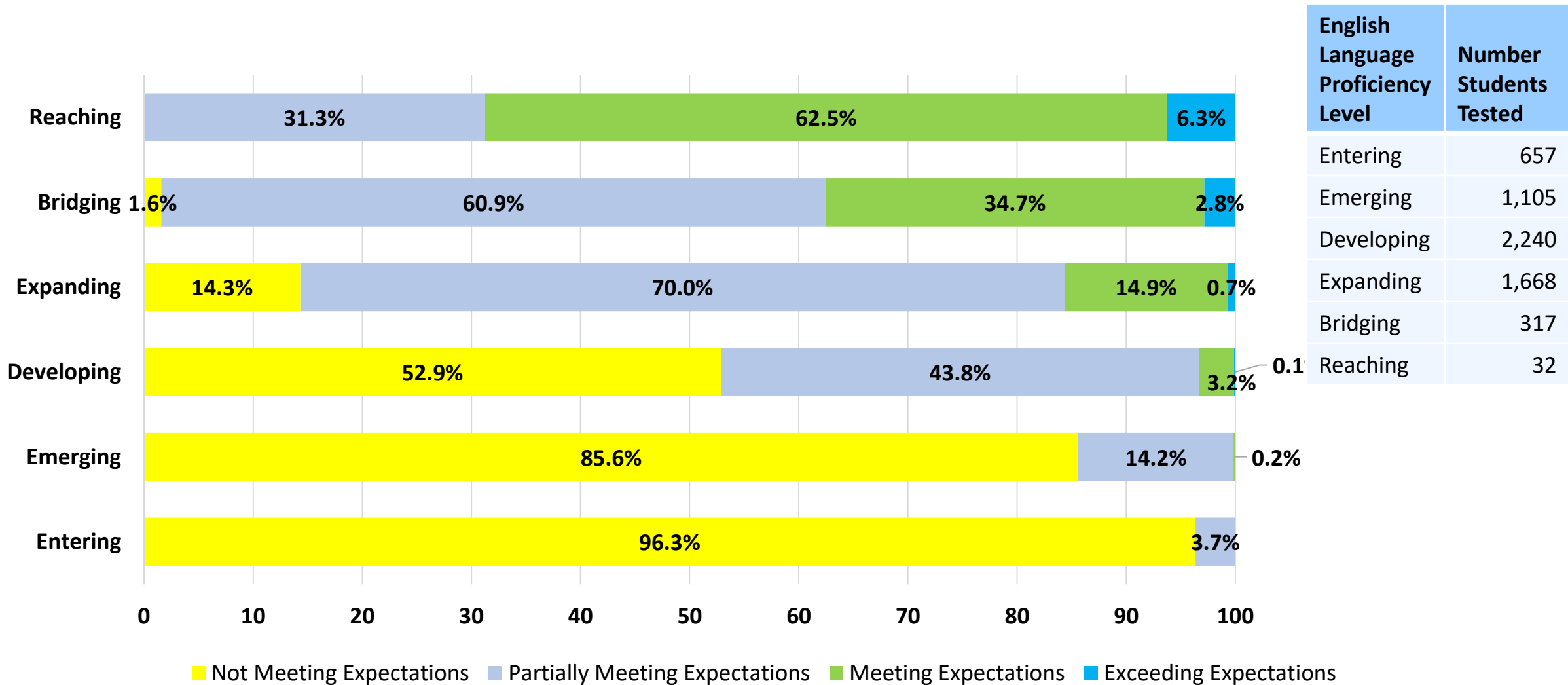
Questions?

APPENDIX

RICAS English Language Arts Proficiency by English Proficiency

English Language Proficiency Level	Number Students Tested
Entering	657
Emerging	1,105
Developing	2,240
Expanding	1,668
Bridging	317
Reaching	32

Reaching: 31.3% | 62.5% | 6.3%
Bridging: 1.6% | 60.9% | 34.7% | 2.8%
Expanding: 14.3% | 70.0% | 14.9% | 0.7%
Developing: 52.9% | 43.8% | 3.2% | 0.1%
Emerging: 85.6% | 14.2% | 0.2%
Entering: 96.3% | 3.7%

Legend: Not Meeting Expectations | Partially Meeting Expectations | Meeting Expectations | Exceeding Expectations

RICAS Mathematics Performance by English Proficiency

English Language Proficiency Level	Number Students Tested
Entering	1,026
Emerging	1,179
Developing	2,288
Expanding	1,695
Bridging	327
Reaching	32

Reaching: 43.8% | 53.1% | 3.1%
Bridging: 4.6% | 60.6% | 33.6% | 1.2%
Expanding: 20.0% | 66.3% | 13.3% | 0.5%
Developing: 54.2% | 43.6% | 2.1%
Emerging: 79.6% | 19.8% | 0.5%
Entering: 90.2% | 9.7% | 0.1%

Legend: ■ Not Meeting Expectations ■ Partially Meeting Expectations ■ Meeting Expectations ■ Exceeding Expectations

31

DLM English Language Arts:
Percent at each achievement level by subgroup
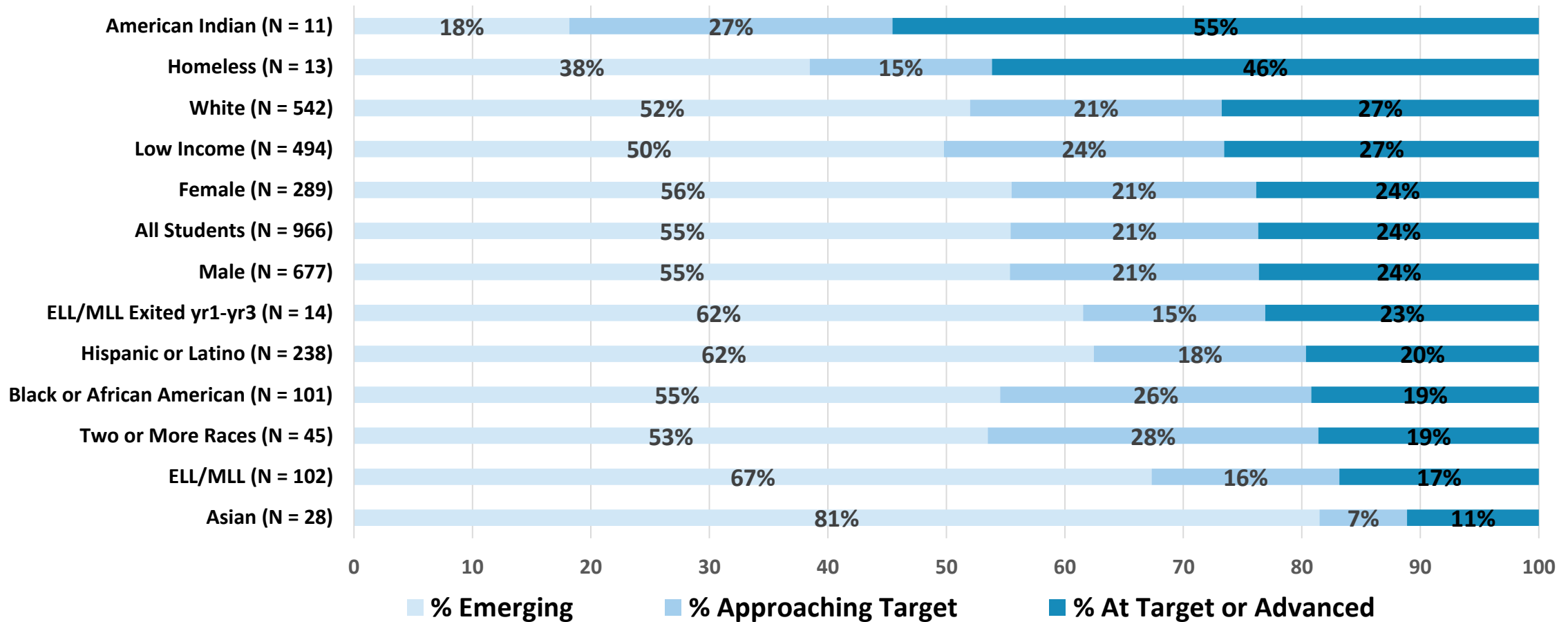
The following subgroup did not meet the reporting requirement of have ten or more students so results are not reported: Pacific Islander.

DLM Mathematics:
Percent of students at each achievement level by subgroup

Subgroup	% Emerging	% Approaching Target	% At Target or Advanced
American Indian (N = 11)	27%	27%	45%
Homeless (N = 13)	46%	31%	23%
Black or African American (N = 101)	68%	15%	17%
ELL/MLL Exited yr1-yr3 (N = 14)	77%	8%	15%
Low Income (N = 491)	64%	22%	14%
White (N = 536)	66%	21%	12%
Male (N = 671)	67%	21%	12%
All Students (N = 956)	68%	20%	12%
Female (N = 285)	71%	18%	11%
Hispanic or Latino (N = 234)	71%	20%	9%
Two or More Races (N = 45)	65%	28%	7%
ELL /MLL (N = 102)	73%	20%	7%
Asian (N = 28)	89%	11%	

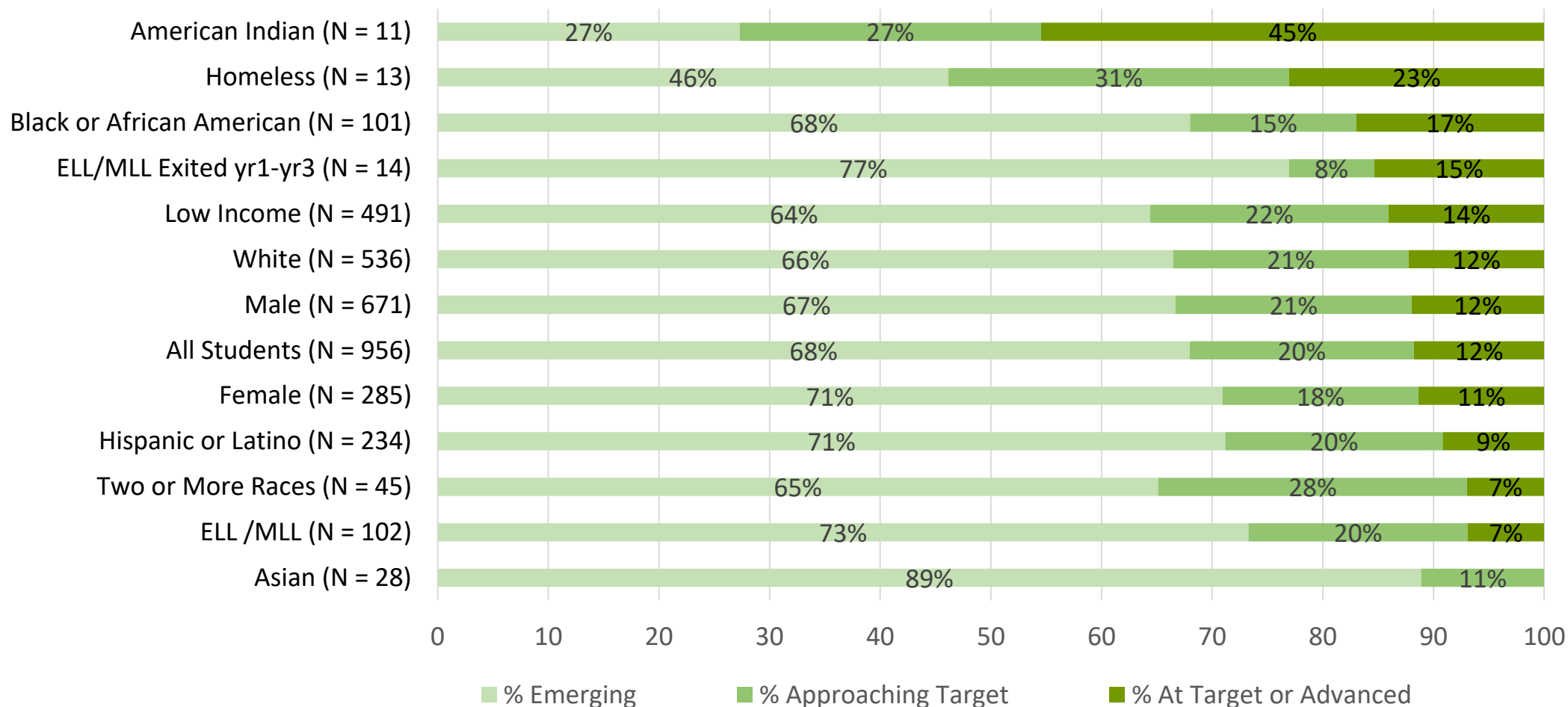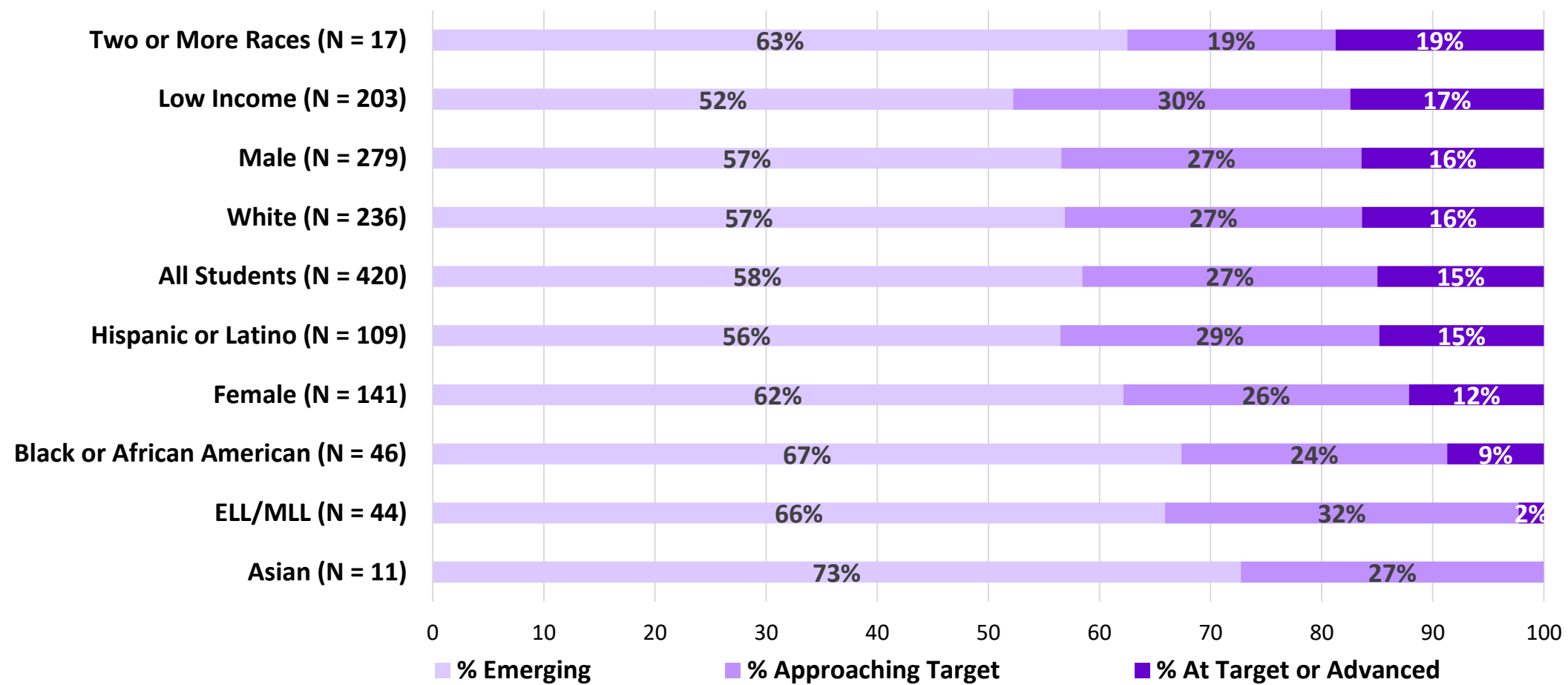■ % Emerging   ■ % Approaching Target   ■ % At Target or Advanced

The following subgroup did not meet the reporting requirement of have ten or more students so results are not reported: Pacific Islander.

DLM Science: Percent of students at each achievement level 2019

Legend:
- % Emerging
- % Approaching Target
- % At Target or Advanced

Subgroup	% Emerging	% Approaching Target	% At Target or Advanced
Two or More Races (N = 17)	63%	19%	19%
Low Income (N = 203)	52%	30%	17%
Male (N = 279)	57%	27%	16%
White (N = 236)	57%	27%	16%
All Students (N = 420)	58%	27%	15%
Hispanic or Latino (N = 109)	56%	29%	15%
Female (N = 141)	62%	26%	12%
Black or African American (N = 46)	67%	24%	9%
ELL/MLL (N = 44)	66%	32%	2%
Asian (N = 11)	73%	27%	

The following subgroups did not meet the reporting requirement of have ten or more students so results are not reported: ELL Exited yr1-y3, homeless, and American Indian.